

DOCUMENT RESUME

ED 203 118

CE 029 187

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TITLE A Model Comprehensive School Community Career Service System. Final Report.
INSTITUTION Rich Mountain Vocational Technical School, Mena, Ark.
SPONS AGENCY Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE Jun 81
NOTE 55p.
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Career Awareness: *Career Education; Education Work Relationship; Employment Opportunities: *Employment Potential; Employment Programs; Job Placement: *Job Skills; Job Training; Models: Postsecondary Education: *School Business Relationship; *School Community Relationship; Sex Fairness; Technical Education: Two Year Colleges: *Vocational Education: Work Experience Programs

ABSTRACT

The overall goal of this project was to develop a model comprehensive school community career services system for students enrolled in the postsecondary state area vocational-technical schools. The objectives were as follow: (1) to help students develop positive self-concepts and positive concepts of the working environment; (2) to provide information on careers and pre-employment training to students; (3) to provide assistance in locating satisfying work for the student; (4) to organize school and community efforts into a positive working relationship to assist the student in career planning; (5) to locate a shadowing site for each student enrolled in a training program in order to provide meaningful experiences related to specific job interests; and (6) to address sex equity strategies to overcome sex bias and sex role stereotyping in career planning. To accomplish these objectives, students were given help with reading if needed, were involved in a career awareness laboratory, and participated in an employability skills training program and a job shadowing experience. Also, resource people from the community visited the classrooms, job requirements in relation to skills rather than sex were stressed, and a job placement program for students was developed. The results of the project were increased community involvement in vocational-technical training, better job placement, and increased student satisfaction. (KC)

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FINAL REPORT
PROJECT NUMBER E 792

A MODEL COMPREHENSIVE
SCHOOL COMMUNITY CAREER
SERVICE SYSTEM

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June, 1981

U.S. DEPARTMENT OF HEALTH,
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STATEMENT OF THE PROBLEM

Current trends in vocational education are putting additional emphasis on school/community cooperation in career services and more specifically on job placement. The State Area Vocational Schools are currently operating without a comprehensive school/community-based career services program to assist in placement efforts.

The purpose of a pilot program in this area would be to identify and coordinate efforts by school personnel and community agencies, businesses, industries, service agencies, etc., which can provide vocational career services, materials, and information which would ultimately lead to successful job placement for every individual completing a training program at a State Area Vocational-Technical School.

By providing career services through a solid working relationship between the school and community, the student receives the best of benefits of a coordinated effort from the most knowledgeable persons employed or serving in a particular area.

Hopefully, this coordinated effort will lead to a more balanced approach to job placement than now exists in the State Area Vocational-Technical School.

PURPOSES AND GOALS

The overall goal of this project has been to develop a model comprehensive school/community career services system for students enrolled in the post-secondary State Area Vocational-Technical Schools. With the development of such a system the following objectives were to be achieved:

1. Provide positive concepts to students about themselves and the working environment.

2. Provide information on careers and pre-employment training to students.
3. Provide assistance in locating satisfying work for the student.
4. Organize school and community efforts into a positive working relationship to assist the student in career planning.
5. Locate a shadowing site for each student enrolled in a training program in order to provide meaningful experiences related to specific job interests.
6. Address sex equity strategies to overcome sex bias and sex-role stereotyping in career planning.

PERFORMANCE OBJECTIVES

The performance objectives of the proposed project were as follows:

Performance Objective I: The project staff will demonstrate ability to coordinate a broad range of meaningful career services to students through a School/Community Career Service System. It is expected that (a) 100 percent of the students will receive the services, (b) 85 percent of the students will respond favorably to the system, and (c) 90 percent of the students will demonstrate a 15 percent increase in a pre-post-test scores using the Career Maturity Inventory.

Performance Objective II: The project staff will demonstrate ability to establish an effective linkage between the school and community. It is expected that (a) 120 successful shadowing job sites will be established, (b) 90 percent of the students will be participants, and (c) 85 percent of students and 85 percent of job sites will respond favorably to the shadowing experience.

Performance Objective III: The project staff will demonstrate ability to develop and initiate job placement services at Rich Mountain Vocational Technical School. It is expected that (a) 100 percent of the students will

have access to the job placement services, and (b) 90 percent of the students going through the program will be successfully placed in the area trained or in a related occupation.

OVERALL PLAN OF ACTION

The acquisition of a technical skill is the primary objective of vocational training. The goal of the training, however, is successful and satisfying career management, which encompasses a wide range of career planning services. Group guidance activities were incorporated into the training curriculum to enable the student to explore a variety of employment options in relation to personal factors involved in making a career choice. The career guidance curriculum also included instruction in job-seeking skills, interview techniques, and communication skills for maintaining on-the-job relationships with co-workers and supervisors.

As an adjunct to the career planning services, a student assessment program was developed. Three tests were administered to all first-year students to measure career knowledge and attitudes, aptitudes for vocational training, and achievement in reading and mathematics. Students who were found to be below the minimum level of achievement received remedial instruction. The test results were used by the instructor and coordinator in individual orientation interviews.

The ultimate goal of the School/Community Career Services System was the effective placement of all student leavers from Rich Mountain Vocational Technical School. To achieve this goal a relationship between the school and the community was developed. The project design included the appointment of an Advisory Committee representing the business community and the local service agencies. The committee was instrumental in planning job-related activities using the resources of local businesses and industries. A preliminary survey of the area businesses and

industries was conducted to determine their manpower needs as well as their willingness to cooperate in student training programs. The cooperative training activities for first-year students included a job shadowing experience. This is a limited supervised work observation experience from which the students gain an understanding of the relationship between their training and on-the-job activities. Students were made aware of job requirements in relation to abilities rather than the sex of the worker in order to overcome sex-role stereotyping in careers. Through the shadowing activities students were encouraged to participate in areas that are considered nontraditional to their sex. In addition, a list of persons working in nontraditional fields to serve as resource persons and role models was developed.

The primary result of the project was the development of a model program that relates the school and the community to successful job placement. Follow-up of graduates was made at three-month and six-month intervals to see if the model program was successful in providing them with jobs that are meaningful and satisfying.

The success of this project depended to a great extent on the effective cooperation and participation by the staff. The project staff developed a plan of action for staff development. This included organizing in-service education. Such activities as the three-county manpower needs assessment and the job shadowing program required considerable staff development time to decide the methods and techniques to be used.

To accomplish the above student outcomes a Coordinator for the project was employed. This person's responsibility was the management of all of the above activities. Responsibility also included a community manpower needs assessment for the three-county area served by Rich Mountain Vocational Technical School. This person was responsible

for developing the school/community relationship necessary for the development of this project.

PROCEDURES

The School/Community Career Services Model Program was conducted with the first-year students enrolled at Rich Mountain Vocational Technical School in 1979-80. In order to provide a basis for measuring outcomes and desired results of the program a testing program was initiated. Three tests were administered which assessed the instructional and career guidance needs of the students.

The CTB/McGraw Hill Test of Adult Basic Education (TABE) was given to measure basic reading and mathematics skills and to determine the need for remedial instruction. The staff decided that a minimum level of ninth grade competency was necessary to be successful in a vocational class. Students scoring below ninth grade level were scheduled to attend a remedial class for one hour each day. The scheduling was planned so that students would not miss critical instruction in the trade class. The remedial classes, which were taught by the adult education instructors, ranged in size from 6 to 10 students. Instruction was individualized to meet the needs of each student. When the student's skill level improved sufficiently to enable the student to function successfully in the trade class, the remedial instruction was discontinued.

A second test, the General Aptitude Test Battery (GATB), published by the U.S. Department of Labor, was administered to all students to determine aptitudes for specific occupations related to the trade area in which the student was interested.

A third instrument, the Career Maturity Inventory (Attitude Scale and Competence Tests) published by CTB/McGraw Hill, was administered to all first-year students. This inventory assessed the students' knowledge of career information as well as job and work attitudes. It was intended

that this instrument would be used to pre- and post-test students to measure the effectiveness of the School Community Career Services System. However, this test was not taken seriously by the students because many of the test items were intended for high school students living with parents, and most of the students were heads of households. Therefore, its usefulness as a measurement instrument was limited.

As a result of the testing program, a student-instructor orientation interview was developed. The instructor was given a copy of the students' grade level test scores and an interpretation of the GATB scores. The purpose of the interview was to explain the course curriculum and to informally assess the students' potential for success in the selected course. The students who required remedial instruction met individually with the Director of Instruction to discuss the need for remediation and to gain the cooperative participation of the student.

The testing and orientation procedures provided the students with the means of realistically assessing their abilities and aptitudes. To further develop self-knowledge and positive self concepts all first-year students participated in career awareness activities using Singer's Career Awareness Laboratory. The students explored needs, values, and temperaments to determine how these personal factors are involved in making an appropriate career choice.

Each segment of exploration was introduced with a filmstrip-cassette presentation. This was followed by a written activity which identified the student's uniqueness in these areas. The ensuing discussion of the activity was directed toward relating these personal factors to occupational choices, decision making, and goal setting.

Students completed The California Occupational Preference System Inventory. They were required to research three specific occupations related to their peak areas of interest. The Occupational Outlook Handbook, Dictionary of Occupational Titles, and the Chronicle Guidance Occupational Briefs were made available to the students to enable them to study the job description, salary range, future employment needs, and training requirements of each occupation.

In order to involve members of the community in planning a model School Community Career Services System, an Advisory Committee was appointed. Members represented business, industry, and service agencies in the three counties (Montgomery, Polk, and Scott) served by this school. The committee met initially to discuss the design and development of the School/Community Career Services System. At this meeting the survey form for the manpower needs assessment was approved as was the job shadowing agreement. Subsequent meetings were held to report progress and elicit suggestions for implementing the job shadowing program in the community.

Pursuing the directive of the Advisory Committee, the School Community Career Service System Coordinator assessed current and future manpower needs of industries and businesses in Montgomery, Polk, and Scott Counties whose labor needs are related to Rich Mountain Vocational Technical School courses of instruction.

This three-county region served by Rich Mountain Vocational Technical School is predominantly rural. The Ouachita National Forest occupies a large portion of the land. Lumber, cattle, and poultry are the main sources of farming income. Related to these agricultural activities are industries such as logging, sawmills, pulpwood plants, poultry processors,

and leather goods manufacturers. The largest industrial employer in the area is U.S. Electrical Motors (a division of Emerson Electric).

At first the survey form was mailed to the area employers. However, because response to the mailing was negligible, the Coordinator visited each business to acquire the needed information.

During the initial visit, the Coordinator discussed the implementation of a job shadowing program. The employers offered shadowing slots, and the Coordinator correlated the job activity to the specific vocational course. The job and the work site were described to the vocational instructor, and students were assigned to job training sites. The Coordinator and instructor explained to the students that job shadowing is a work and observation experience without pay for a limited period of time. The students were able to apply in a supervised work situation what they had learned in their vocational course. They were expected to make the following observations:

1. Actual tasks performed by the worker shadowed.
2. Duties and responsibilities of the job.
3. Training and physical requirements of the job.
4. Tools, equipment, and machines used on the job.
5. Appropriate dress, speech, and behavior of employees.

When one- or two-week job shadowing assignments were scheduled, an agreement was signed by the employer, the Coordinator, and the student. The Coordinator discussed the details of the agreement with each job supervisor and visited each work site at least once during the job shadowing period. Any difficulties between the student and supervisor were resolved by the Coordinator. The agreement specifies the length, occupation, and conditions of the job shadowing experience, as well as the responsibilities and expectations of both the student and job supervisor.

Listed below are the terms of the agreement.

1. The shadowing establishment agrees to offer students the greatest possible variety of job shadowing experiences to enable them to become aware of the occupation for which they are shadowing.
2. The shadowing is for the benefit of the student.
3. The student does not displace regular employees but observes under their close supervision.
4. The shadowing, even though it is for observation of the occupation, may include actual operation of the facilities of the establishment.
5. The shadowing establishment and the student understand that the students are not entitled to wages for time spent in shadowing.
6. The student will be selected by the school without discrimination.
7. The student will be covered by insurance provided through the school, and the shadowing establishment will not be liable for injuries to the student during the shadowing period.
8. The School Coordinator will assist with adjustments of any problems of the student while in shadowing.
9. The job shadowing does not entitle the student to a job at the end of the shadowing period.
10. The students will provide their own equipment necessary to conform to the safety regulations of the shadowing establishment.

When the job shadowing assignment ended, the supervisor returned to the Coordinator a time sheet and an evaluation of the student's performance.

The Advisory Committee, the manpower needs survey, and the job shadowing program successfully involved the community in offering career services to the vocational students. As a result of these services another phase of community involvement developed. A corps of twenty-one people

from nineteen different organizations volunteered to visit the school to instruct the students in a wide range of specialized subjects. This list of resource persons represented industry, banking, insurance, small business, and civic organizations. Scheduling the visits was arranged by the instructor and the guest speaker after the initial invitation was issued by the Coordinator.

Following is a list of the subjects discussed by the resource persons and the classes visited.

<u>Subject Discussed</u>	<u>Vocational Class</u>
Employee Behavior	Business Education
Grooming	
Hiring Procedures	
Nutrition	
Office Skills	
Parliamentary Procedure	
Telephone Communications	
Women In A Nontraditional Occupation	Building Trades
Gas Welding	Industrial Equipment
Metallurgy	Technology and Machine Shop
Computerized Machines	Machine Shop
Use of Cutting Tools	
Front-End Alignment	Automotive Technology
Braking Systems	Diesel Mechanics
New Fuel Injection Equipment	

In addition to bringing resource persons into the classroom, class field trips were scheduled. Students and the instructor visited work sites related to the vocational training course. They observed a variety of work processes and situations, exposing them to alternate career opportunities and expectations within their particular area of training. The field trip not only provided a training experience for the student, it also provided an opportunity to increase the community's awareness of the school's training programs.

The kind of work and equipment seen by the vocational classes are listed below.

Class Field Trips to Work Sites Observations

Vo-Tech Class

- Construction of a housing development showing stages of construction from framing to finishing, and a variety of roof lines.
- Construction of a one-story commercial building.
- Construction of a three-story concrete commercial building.
- Manufacture of particle board and hardboard siding.
- Operation of two types of passive solar energy in homes.
- Manufacture of electrical automotive components.
- Jobs, tasks, and operations of a large diesel repair facility.
- Manufacture of cast aluminum engine heads; diverse machine operations; and types of tooling.

Building Trades

Diesel Mechanics

Diesel Mechanics
and Machine
Shop

- Operation of small job/production machine shop Machine Shop
- Procedures and equipment used in custom sheet metal fabrication Industrial Equipment Technology
- Variety of automatic processing equipment, including microcomputer systems.

Each field trip was approved by the Director of Instruction.

The vocational instructor reserved a school vehicle to transport the class to the site. A Field Trip Report form was completed by the instructor. It includes such information as the date, destination, person at work site responsible for the tour, purpose of the trip, and an evaluation of benefits of the trip to the class. The reports were kept on file for planning trips for future classes.

The ultimate objective of the School Community Career Services program was the initiation and development of job placement services at Rich Mountain Vocational Technical School.

Placement services included locating work sites for graduates. To achieve this end each instructor visited area industries and businesses to determine their skilled labor needs. The instructor described the school's training program and requested that the school be notified of job openings. The instructor also asked employers if Rich Mountain Vocational Technical School could be of service in upgrading the skills of their current employees by offering any special night classes.

Each visit was documented on an employer contact form. One copy of the form was filed with the Coordinator and the instructor retained a copy. The form includes the following information:

1. Name and address of employer.
2. Name of manager, owner, or personnel manager.
3. Nature of the business.

4. Types of skilled labor needed.
5. Degree of skill needed for entry-level employment.

The Coordinator's placement file included this data, as well as the information acquired from the manpower needs survey and the job shadowing data. Both the instructor and the Coordinator used this file to help students find employment.

The Coordinator interviewed school leavers to determine their placement needs. If the student requested assistance in finding a job, the Coordinator and/or the instructor called on potential employers. Because of the previous meetings with instructors and the Coordinator, as well as experience with students in the job shadowing program, area employers cooperated in placing students.

A Student Withdrawal Form was completed by the student and the instructor. This information was transferred to a placement card file which was maintained by the School Community Career Services Coordinator. The following information was recorded:

1. Name of student.
2. Vocational training.
3. Status at time of withdrawal.
4. Place of employment.
5. Name of supervisor.
6. Relationship between training and employment.

Another segment of the placement services offered at Rich Mountain Vocational Technical School was specialized instruction in employability skills, which was required of all students. The following areas of instruction were included in the curriculum.

1. On-the-job communication skills.
2. Sources of job leads and prospective employers.
3. Completion of job application forms.

4. Successful techniques for job interviews.

Each student was required to write a letter of application and a resume. Group discussions included developing human relation skills related to worker adjustment such as adaptability and promotability.

All of the career services offered in this program were directed toward providing satisfying employment for Rich Mountain Vocational Technical School graduates and providing employers with skilled workers.

FINDINGS

Before the School Community School Services System could be implemented it was necessary to gather data concerning the present and future manpower needs in Montgomery, Polk, and Scott Counties in Arkansas. A questionnaire was distributed to 174 businesses and industries with employment needs related to courses of study offered at the vocational school. The assessment instrument focused on the following areas of information:

1. The numbers of skilled workers presently employed in occupations related to vocational training programs and the anticipated needs for the future.
2. The hiring policies of the area employers.
3. The employer's evaluation of the existing relationship with the school.
4. Recommendations for developing cooperative programs.

The survey data revealed that the area businesses employ 727 workers in vocational occupations. The vocational classification of these workers can be found in Table 1. Trade, industrial, and office workers comprised more than three-fourths of those employed, and a majority of employers indicated that there is a shortage of qualified applicants for jobs in these occupations. Some 59 percent of the area employers are planning

expansion programs within the next five years. This would indicate that the employment future of graduates from Rich Mountain Vocational Technical School is excellent.

TABLE 1. OCCUPATIONAL CLASSIFICATION OF EMPLOYEES OF 174 EMPLOYERS SURVEYED IN MONTGOMERY, POLK, AND SCOTT COUNTIES.

Occupations	Number of employees	Percentage of employees
Trade & Industrial	308	42
Auto Body Repair	31	
Auto Mechanics	92	
Brick Masonry	5	
Carpentry	68	
Diesel Mechanics	39	
Industrial Equipment Technology	52	
Machine Shop	21	
Secretarial - Clerical	252	35
Licensed Practical Nursing	49	7
Food Service	118	16
Totals	727	100

A shortage of licensed practical nurses was indicated by 70 percent of the hospital and nursing homes in the survey area.

Another segment of workers--food service--comprises almost one-fifth of the 147 employed. Although one-fifth of the employers consider the current supply of qualified workers to be adequate, 80 percent indicated a shortage of qualified food service employees. This need is not being met because vocational training in food service careers is not presently included in the Rich Mountain Vocational Technical School offerings.

The investigation of the hiring policies of area employers reveals that 80 percent of those businesses who hired vo-tech graduates gave a high rating to the quality of their work and skills. However, only three percent of the businesses surveyed recruited graduates directly from the vocational school. Almost two-thirds of the businesses recruited employees by informal methods. Referrals were made by present employees, friends, relatives, and other persons who had heard of the job opening. The remaining businesses recruited through the Employment Security Office and newspapers.

In hiring one person from among a group of qualified applicants three-fourths of the employers considered two factors--appearance and the interview--to be influential in making the final selection. This finding reinforced need for the employability skills training required of each graduate.

Employers stated that a lack of interest in the job and a lack of skills were the major reasons for employee failure. Hiring vocational school graduates should reduce employee failure because the student has acquired skills and demonstrated interest in a vocation by pursuing a training program to completion.

Although it seems obvious that vocational graduates would make the most desirable employees, only one-fourth of the businesses surveyed have worked with Rich Mountain Vocational Technical School in hiring new employees. The study indicates that 75 percent of the employers surveyed had never been visited by school staff members. Indicating their willingness to cooperate, almost three-fourths of the businesses agreed to participate in job shadowing and work-study programs. Almost all of those interviewed said they should be aware of the training programs offered at the school.

This data indicated a need to improve communication between the school and the business community and to develop a comprehensive career services program which achieves the following objectives:

- To inform area employers about training programs at the school.
- To increase the number and quality of employer contacts by staff members.
- To increase the number of businesses that recruit Rich Mountain Vocational Technical School graduates.
- To develop a job shadowing program.
- To develop a cooperative work-study program.
- To continue the employability skills training.

Of the 174 employers surveyed, 121 (70 percent) agreed to provide a job shadowing site for vocational students at Rich Mountain Vocational Technical School. The job shadowing program, initiated as part of this model program, involved 65 students and 46 job sites. Student and employer participation in each vocational training area is found in Table 2.

TABLE 2. NUMBER OF STUDENTS AND JOB SHADOWING WORK SITES FOR EACH VOCATIONAL CLASS

Vocational training class	Number of students	Number of work sites
Automotive Mechanics	14	11
Building Trades	13	7
Business Education	20	20
Diesel Mechanics	9	6
Machine Shop	9	2
Total	65	46

Each supervisor kept a time sheet for the assigned student and completed an evaluation of the student's abilities, attitudes, and work habits. Eight specific items were ranked on a five-point scale ranging from excellent to poor. The employers rated over two-thirds of the students above average or excellent in all eight areas. Only five percent or less were

rated below average in any item evaluated. The performance of the students for each item evaluated is found in Table 3.

TABLE 3. RATINGS OF STUDENTS BY JOB SHADOWING SUPERVISORS

Behavior rated	Percent of students rated				
	Excellent	Above average	Average	Below average	Poor
Attitude toward technical profession	40	29	26	3	2
Understanding of technical profession	32	35	28	5	0
Ability to follow directions	48	23	26	3	0
Attitude toward customers	36	33	28	3	0
Ability to cooperate with peers	48	18	32	2	0
Safety habits	46	32	22	0	0
Punctuality	51	24.5	24.5	0	0
Personal appearance	41	31	28	0	0

In addition to evaluating the performance of each student in a job shadowing position, the participating employer was asked to complete a questionnaire to evaluate the job shadowing program. Thirty-two of the job site employers completed and returned the evaluations. Three-fourths of the employers offered future job shadowing positions. They commented favorably on the students' attitude toward job shadowing and they believed the hands-on work experience was the greatest benefit of the program. The majority of the employers reported that participation in the program was of benefit to their business. Three-fourths of the employers remarked that the student was assigned for too short a period of time. A frequent comment was that too much of the student's time was spent in observation.

The student also completed an evaluation of the job shadowing program. They commented favorably on the opportunity to use different equipment and perform procedures that were not included in the school curriculum. The students indicated that the job shadowing experience was beneficial in that it broadened their understanding of the technical course and they recommended the program for future vocational students. More than 90 percent of the students believed that their job shadowing performance pleased the employers. This was confirmed by the supervisors' evaluation of the students' performance.

Some students made one comment which reinforced the supervisors evaluations. They recommended a reduction of observation time and an increase in the time spent in work activities. This recommendation might be related to one significant difference between the students and supervisors evaluations. Two-thirds of the students indicated that the length of the job shadowing experience was adequate. Three-fourths of the supervisors said it was too short. The students evaluation could be interpreted to mean that one week was time enough to observe another worker. On the other hand the supervisors evaluation could indicate that one week was not enough time for a student to observe and to participate in meaningful work experience.

The job shadowing activities served a dual purpose in this School Community Career Service System. The students were exposed to realistic work situations and employers were exposed to the quality of Rich Mountain Vocational Technical School students. The positive relationship that developed between the school and the business community as a result of the job shadowing program contributed to the development of a placement program.

Of the 175 students enrolled during the 1979-80 school year at Rich Mountain Vocational Technical School 78 students were eligible for placement services. These included 51 graduates and 27 students who withdrew from school before completing the requirements for graduation, but who had attained enough skill in the vocation to qualify for entry-level positions.

Table 4 shows the distribution and placement status of students in each vocational training class. One was not seeking immediate employment because of a temporary physical condition. Others had enrolled in another vocational training course. There were 67 students seeking placement in the 1979-80 school year.

TABLE 4. DISTRIBUTION AND PLACEMENT STATUS OF STUDENTS ENROLLED DURING THE 1979-80 SCHOOL YEAR

Vocational class	Status of students			
	Graduated +	Withdrew with skills -	Not seeking employment =	Available for employment
Automotive Mechanics	8	8	4	12
Building Trades	6	5	2	9
Business Education	12	12	0	24
Diesel Mechanics	5	1	1	5
Industrial Equipment Technology	5	1	3	3
Licensed Practical Nursing	14	0	1	13
Machine Shop	1	0	0	1
Totals	51	+ 27	- 11	= 67

Forty-two of the fifty-one graduates were available for employment. Table 5 shows a 100 percent placement rate for 1979-80 Rich Mountain Vocational Technical School graduates. Ninety percent of them were employed in jobs either directly or indirectly related to their vocational training.

TABLE 5. PLACEMENT RATE OF 1979-80 GRADUATES

Employment-training relationships	No. of students	Percentage of students
Directly related to training	32	76
Indirectly related to training	6	14
Unrelated to training	4	10
Total employed	42	100

Table 6 reveals that the placement rate for both graduates and students leaving with skills during the 1979-1980 school year is 90 percent. The relationship between the training received and employment is also shown. Two-thirds of the student leavers found employment directly related to their vocational training, and twelve percent were employed in jobs indirectly related to their training. Another twelve percent found jobs in non-related fields.

TABLE 6. PLACEMENT RATE OF 1979-1980 SCHOOL LEAVERS--GRADUATES AND NON-GRADUATES WITH SKILLS

Employment-training relationships	No. of students	Percentage of students
Directly related to training	44	66
Indirectly related to training	8	12
Unrelated to training	8	12
Total employed	60	90

Three and six months after graduation follow-up letters were sent to graduates requesting current employment information such as relationship of the job to vocational training, salary, and number of hours worked per week. Of the 51 graduates 35 responded to the three-month follow-up and

25 responded to the six-month follow-up. The Coordinator noted any changes in status on the graduate's placement record. The follow-up procedure facilitated a continual evaluation of the placement procedure.

The instrument chosen to evaluate the effectiveness of the Career Services System was the Career Maturity Inventory. The Competence Test and the Attitude Scale were both administered to new students in August, 1979; the students were re-tested in May, 1980. A comparison of the pre- and post-test results measured the increase in the students' knowledge of career information as well as improved job and work attitudes. It was anticipated that the effectiveness of the Career Services program would be demonstrated by a 15 percent increase in test results. This objective was not met. The average, as shown in Table 7, was nearly six percent. The increase in Attitude test scores averaged 5.2 percent. Approximately two-thirds of the students had increased scores on both parts of the test.

TABLE 7. CAREER MATURITY INVENTORY: POST TEST RESULTS.

Vocational class	Career information test		Career attitude test	
	No. of students tested	% change in scores	No. of students tested	Average % change in scores
Automotive Mechanics	9	9.5	9	5.5
Building Trades	11	- .2	11	- .6
Business Education	21	3	21	4
Diesel Mechanics	8	15	8	15
Industrial Equipment Technology	8	3.7	8	6.8
Machine Shop	8	4	8	.8
Totals	65	5.9	65	5.2

These results were seen not as a deficiency of the program but as a deficiency of the measurement instrument. This test is designed for high school students who are still living with parents. Many test items were not appropriate for the students tested most of whom were heads of households. All were high school graduates and the average age of the students was 28 years. The test was not taken seriously by the students and the results measure the negative attitude toward the test rather than the effectiveness of the Career Services. However, there was an increase in both scores, but not as much as anticipated.

EVALUATION

Performance Objective I. The staff demonstrated the ability to coordinate a broad range of meaningful career services to students through the School Community Career Services System. Included in the services of the system are (1) testing and orientation, (2) remediation in reading and math, (3) instruction in career awareness and employability skills, and (4) community involvement with students' vocational training. Sixty-five (100 percent) full-time students enrolling for the first time in August, 1979, participated in all phases of the system. Ninety-three percent of the students improved their mathematics and/or reading skills as a result of remediation.

The post-test results of the Career Maturity Inventory were not as anticipated. Only 63 percent (not 85 percent) of the students increased their scores 5.6 percent (not 15 percent). The less than anticipated results are attributed to the test because it was not intended for use with post-secondary students.

Performance Objective II: The staff established an effective linkage between the school and the community by means of (1) the Advisory Committee, (2) the manpower needs survey, (3) job shadowing work sites, (4) field trips, (5) supplemental instruction by community resource persons, and (6) placement services.

EVALUATION SUMMARY CHART

Performance Objective	ANTICIPATED ACHIEVEMENT			ACCOMPLISHMENTS		
	Activity	Acceptable Criteria	Date to Be Completed	Target Group	Level of Accomplishment	Completion
1. The project staff will demonstrate ability to coordinate a broad range of meaningful career services to students through a School Community Career Service System. It is expected that (a) 100 percent of the students will receive the services, (b) 85 percent of the students will respond favorably to the system, and (c) 90 percent of the students will demonstrate a 15 percent increase in a pre- post-test comparable to the Career Maturity Inventory.	Meaningful Career Services					
	- Testing and Orientation TABE GATB CMI	100%	Oct. 1979	New Students	100%	Aug. 1979
	- Career Awareness Instruction	100%	Oct. 1979	New Students	100%	Dec. 1980
	- Reading and Math Remediation	8th grade or below on TABE	Nov. 1979	All Students	100%	Nov. 1979
	- Employability Skills Instruction	100%	Jan. 1980	New Students	100%	Jan. 1980
	- Post-test Career Maturity Inventory	15% increase in scores by 90% of students	May 1980	New Students	5.6% Increase in scores by 63% of students	June 1980

EVALUATION SUMMARY CHART

Performance Objective	ANTICIPATED ACHIEVEMENT			ACCOMPLISHMENTS		
	Activity	Acceptable Criteria	Date to Be Completed	Target Group	Level of Accomplishment	Completion
2. The project staff will demonstrate ability to establish an effective linkage between the school and community. It is expected that (a) 120 successful shadowing job sites will be established, (b) 90 percent of the students will be participants in the shadowing experience, and (c) 85 percent of students and 85 percent of job sites will respond favorably to the shadowing experience.	Community Linkage					
	- Selection and approval of Advisory Committee	Represent business, industry, and local agencies	Jan. 1979	Business, industry, and local agencies	100%	Jan. 1980
	- First meeting of Advisory Committee	Discuss School Community Career Services System	Feb. 1979	Business, industry, and local agencies	100%	Mar. 1979
	Manpower					
	- Needs Assessment	Determine employment and training needs	July 1979	Business and industries in Polk, Scott, and Montgomery Counties	95%	Aug. 1979
	- Development of job sites for shadowing	120	Oct. 1979	Area business and industry	121 job sites developed	Aug. 1979
	- Job shadowing assignments	90%	Mar. 1980	New students	100%	June, 1980
	- Job shadowing evaluation	85% favorable	June 1980	Students Job Sites	100% 88%	June 1980

EVALUATION SUMMARY CHART

Performance Objective	ANTICIPATED ACHIEVEMENT			ACCOMPLISHMENTS		
	Activity	Acceptable Criteria	Date to Be Completed	Target Group	Level of Accomplishment	Completion
3. The project staff will demonstrate ability to develop and initiate job placement services at Rich Mountain Vocational Technical School. It is expected that (a) 100 percent of the students will have access to the job placement services, and (b) 90 percent of the students going through the program will be successfully placed in the area trained or in a related occupation.	Placement Services	100%	June 1980	Graduates	100%	June 1980
	Placement in area trained or related occupation	90% placement	July 1980	Graduates	90% placement	July 1980
	- 3 month follow-up		Oct. 1980	Student leavers 6/80	90%	Oct. 1980
	- 6 month follow-up		Jan. 1981	Student leavers 6/80	42%	Jan. 1981

The nine-member Advisory Committee was involved in planning the School Community Career Service System. The staff visited 174 area businesses. Of these 121 (one more than proposed) agreed to participate in the job shadowing program. Participation of first-year students in the job shadowing experience was 100 percent. Ninety percent participation was proposed. More than 85 percent of the students and job site supervisors responded favorably to the job shadowing experience. Eighty-eight percent of the supervisors said they would participate again and 100 percent of the students rated the experience beneficial.

Performance Objective III. The staff developed and initiated job placement services at Rich Mountain Vocational Technical School. Placement services were available to 100 percent of the school leavers. Ninety percent of the graduates were placed in the area trained or in a related occupation.

CONCLUSIONS AND RECOMMENDATIONS

The manpower needs survey revealed data pertinent to future planning at Rich Mountain Vocational Technical School.

According to the 174 businesses surveyed in the Polk, Scott, Montgomery Counties area, the greatest number of persons employed were office workers. The records showed that the placement rate of 1980 Business Education graduates from Rich Mountain Vocational Technical School was 100 percent. Of the area employers surveyed, 53 percent considered the local supply of qualified office workers to be scarce. Therefore, the placement rate should continue to be high. A future survey might pinpoint specific office skills in short supply.

The second largest number of workers were employed in food service. Eighty percent of food service employers said that there was a scarcity of

qualified food service workers. There was no food service training program at Rich Mountain Vocational Technical School. The statistics indicate that this is a void which needs to be filled to meet area employment needs.

The Queen Wilhelmina State Park (in Polk County) is in the process of enlarging its kitchen and food service capability. Their plans include remaining open year around providing casual dining service as well as fine dining service. This demand for food service employees will be in addition to the numbers included in the manpower needs survey.

All of the potential employers of Rich Mountain Vocational Technical School graduates indicate a scarcity of qualified workers. The graduates, therefore, should have no difficulty finding employment. This finding is substantiated by the 100 percent employment rate for graduates.

The findings did point to a need for a continued placement program and a strengthening of the relationship between potential employers and the vo-tech school. The following results pointed to this need.

1. Twenty-two mechanics positions were unfilled for more than 30 days.
2. Only 27 percent of the businesses surveyed had worked with Rich Mountain Vocational Technical School in placement.
3. Only three percent of the three-county businesses recruited new employees from the school.
4. Seventy-seven percent of the businesses surveyed had not previously been contacted by Rich Mountain Vocational Technical School staff members.
5. Ninety-seven percent of the potential employers wanted information about the training offered at Rich Mountain Vocational Technical School.

3

The School Community Career Services System did initiate a placement program. Increased awareness of the school's training programs has resulted from the increased personal contacts of school staff members with potential employers. The methods of developing an improved relationship with area businesses and industry include the (1) job shadowing program, (2) field trips, (3) use of resource persons, (4) Advisory Committee activities, and (5) staff visits to prospective employers.

Following are some recommended changes in the management of the School Community Career Services System:

1. Testing and orientation should be scheduled a week apart so that the test results can be fully evaluated before the student is interviewed.
2. The Career Maturity Inventory should not be used as a measurement instrument with post-secondary vocational students. If a career information and attitude test is not available for adults, one might be devised as a exemplary or research project.
3. The California Occupational Preference System (Interest Inventory) should be included as a pre-enrollment counseling instrument.
4. The school enrollment forms should be revised to include a complete work history. A record of this will be helpful in the orientation interview and in providing placement services.
5. A record of the pre- and post-achievement test results should be on record for students receiving remedial instruction in reading and mathematics.
6. The Career Awareness Instruction should be revised to place a greater emphasis on choosing optional careers within a vocational training area and methods of career development.
7. The manpower needs survey should be accomplished by personal interviews between Coordinator and employers.

8. The time of the job shadowing assignments should be lengthened. Seventy-seven percent of the supervisors considered the one week schedule to be too short. The job shadowing experience was intended to be a combination of observation and supervised work experience. However, the degree of each was not spelled out. It is recommended that the job shadowing agreement include a specific schedule for observation and work. In those instances where more time will be spent observing because of the nature of the work, a shorter shadowing experience could be scheduled. It is further recommended that the instructor, as well as the Coordinator, observe each student's performance at the job shadowing site at least once. It would strengthen the relationship between the job site supervisor and the school.
9. A full-time Placement Director should be employed at each school. The duties would include placement, vocational counseling, and coordination of other career services.

SUMMARY

The overall goal of this project was to develop a model comprehensive School Community Career Services System for students enrolled in the post-secondary State Area Vocational-Technical Schools. The objectives were as follows: (a) to develop positive concepts to students about themselves and the working environment, (b) provide information on careers and pre-employment training to students, (c) provide assistance in locating satisfying work for the student, (d) organize school and community efforts into a positive working relationship to assist the student in career planning, (e) locate a shadowing site for each student enrolled in a training program in order to provide meaningful experiences related to specific job interests, and (f) address sex equity strategies to overcome sex bias and sex-role stereotyping in career planning.

When students enrolled, they were tested for assessment of basic reading skills and if below average reading ability was shown, they were channeled into a special reading program. Students were involved in the Career Awareness Laboratory focusing upon needs, values, temperaments, interests, and occupational research to develop self-knowledge and positive self concepts. To develop skills in job applications, resumes, and how to find and hold a job, the students participated in the Employability Skills Training program. An understanding of the particular skills training they are receiving was gained through a job shadowing experience. Resource people from community agencies, business, and industry were brought into the classroom to work with the students concerning career responsibilities and expectations. Job requirements in relation to abilities rather than the sex of the worker were stressed to the students in all of these activities to overcome sex-role stereotyping in careers. A placement program was developed to assist students in finding satisfying employment.

The results of this project were increased community involvement in vocational-technical training, better job placement, and an increased student satisfaction.

DISSEMINATION

The project director and Rich Mountain Vocational Technical School personnel will work with the supervisor of exemplary programs and the Arkansas Department of Education in developing the contents of a handbook that may be utilized by other vocational-technical schools in developing a Comprehensive Community Career Services System. Arrangements have been made with the Coordinator of the Area Vocational Technical Schools to present the results of this project to all of the Directors of the State vocational-technical schools. Use will be made of handouts and audio-visual materials.

APPENDIX

MANPOWER NEEDS ASSESSMENT

Rich Mountain Vo-Tech

Rich Mountain Vo-Tech is seeking your assistance in order to better plan vocational education programs and courses. We would appreciate your cooperation in completing this questionnaire.

Confidential: This information reported in this survey will be used for occupational education planning purposes only and the source of the information will not be divulged to any other agency or party.

1. Name of Business _____
2. Mailing Address _____

Street
Town
County
ZIP
3. Name of person completing this form _____
4. Position or title of respondent _____
5. Total number of employees in your business _____
6. What percentage of your employees are ____ % Male ____ % Female
7. Number employed by your business _____

Employees		Training Requirement			
Category	Number	High School or Less	Vocational Training	Apprenticeship	Other
Automotive Mechanics					
Diesel Mechanics					
Office Personnel					
Carpenters					
Machinists					
Licensed Practical Nurses					
Industrial Equipment Mechanics					
Brick					
Masons					
Food Service					
Auto Body					

8. Number of New Employees hired each year

Average New Employees Yearly		Local Supply of Qualified Workers				
Category	Average Number	Scarce	Adequate	Surplus	Future Needs	Other
Automotive Mechanics						
Diesel Mechanics						
Office Personnel						
Carpenters						
Machinists						
Nurses						
Industrial Equipment Mechanics						
Brick Masons						
Food Service						
Auto Body						

9. How would you rate current employees who have received formal vocational training as to quality of work and job skills as compared with those who have had no vocational training?

High ____: ____: ____: ____: ____: ____ Low

10. In the past 12 months how many jobs went unfilled 30 days or more?

	JOB	HOW MANY	WHY
A.	_____	_____	_____
B.	_____	_____	_____
C.	_____	_____	_____

11. For which job does your firm have the greatest difficulty in recruiting qualified employees?

12. What is the primary reason for hiring one applicant over another?

☐ Application
☐ Interview
☐ Grooming
☐ Other (Specify) _____

Which Schools _____

14. What is your primary method of recruiting people, (or how do you get leads on needed employees)?

 Yes No

15. Have you ever been consulted concerning the training skills attitudes, etc. which should be taught in vocational schools to make better employees?

 Yes No

16. Do you feel businesses and industry should be involved in planning vocational training programs?

	Yes	No
1. Do you have a job?		
2. Do you have a car?		
3. Do you have a house?		
4. Do you have a family?		
5. Do you have a pet?		
6. Do you have a friend?		
7. Do you have a hobby?		
8. Do you have a car?		
9. Do you have a house?		
10. Do you have a family?		
11. Do you have a pet?		
12. Do you have a friend?		
13. Do you have a hobby?		
14. Do you have a car?		
15. Do you have a house?		
16. Do you have a family?		
17. Do you have a pet?		
18. Do you have a friend?		
19. Do you have a hobby?		
20. Do you have a car?		
21. Do you have a house?		
22. Do you have a family?		
23. Do you have a pet?		
24. Do you have a friend?		
25. Do you have a hobby?		
26. Do you have a car?		
27. Do you have a house?		
28. Do you have a family?		
29. Do you have a pet?		
30. Do you have a friend?		
31. Do you have a hobby?		
32. Do you have a car?		
33. Do you have a house?		
34. Do you have a family?		
35. Do you have a pet?		
36. Do you have a friend?		
37. Do you have a hobby?		
38. Do you have a car?		
39. Do you have a house?		
40. Do you have a family?		
41. Do you have a pet?		
42. Do you have a friend?		
43. Do you have a hobby?		
44. Do you have a car?		
45. Do you have a house?		
46. Do you have a family?		
47. Do you have a pet?		
48. Do you have a friend?		
49. Do you have a hobby?		
50. Do you have a car?		
51. Do you have a house?		
52. Do you have a family?		
53. Do you have a pet?		
54. Do you have a friend?		
55. Do you have a hobby?		
56. Do you have a car?		
57. Do you have a house?		
58. Do you have a family?		
59. Do you have a pet?		
60. Do you have a friend?		
61. Do you have a hobby?		
62. Do you have a car?		
63. Do you have a house?		
64. Do you have a family?		
65. Do you have a pet?		
66. Do you have a friend?		
67. Do you have a hobby?		
68. Do you have a car?		
69. Do you have a house?		
70. Do you have a family?		
71. Do you have a pet?		
72. Do you have a friend?		
73. Do you have a hobby?		
74. Do you have a car?		
75. Do you have a house?		
76. Do you have a family?		
77. Do you have a pet?		
78. Do you have a friend?		
79. Do you have a hobby?		
80. Do you have a car?		
81. Do you have a house?		
82. Do you have a family?		
83. Do you have a pet?		
84. Do you have a friend?		
85. Do you have a hobby?		
86. Do you have a car?		
87. Do you have a house?		
88. Do you have a family?		
89. Do you have a pet?		
90. Do you have a friend?		
91. Do you have a hobby?		
92. Do you have a car?		
93. Do you have a house?		
94. Do you have a family?		
95. Do you have a pet?		
96. Do you have a friend?		
97. Do you have a hobby?		
98. Do you have a car?		
99. Do you have a house?		
100. Do you have a family?		

17. Is your company willing to provide on-the-job training opportunities for students?

Yes	No
-----	----

18. Is your company willing to cooperate in cooperative work programs (work part-time and attend school part-time)?

19. What are the jobs for which your firm will be seeking employees during the next one to three years?

20. Are you planning an expansion in the company within the next five years? _____ If so, how many new employees will you need? _____
In what areas? _____

21. What are the main reasons for employee failure in your company?

1. _____
2. _____
3. _____

22. Comments:

RICH MOUNTAIN VO-TECH
Vocational Education

Job Shadowing Plan

Name of Shadowing Firm

Student's Name

Firm's Address

Student's Address

Shadowing Supervisor and Position

Department

Occupation to be Shadowed

Student's Occupational Objective

Length of Shadowing Period

Rich Mountain Vo-Tech School Coordinator

Agreement

1. The shadowing establishment agrees to offer the student the greatest possible variety of job shadowing experience to enable him/her to become aware of the occupation for which they are shadowing.
2. The shadowing is for the benefit of the student.
3. The student does not displace regular employees but observes under their close supervisions.
4. The shadowing, even though it is for observation of the occupation, may include actual operation of the facilities of the establishment.
5. The shadowing establishment and the student understand that the students are not entitled to wages for time spent in shadowing.
6. The student will be selected by the school without discrimination.
7. The student will be covered by insurance provided through the school and the shadowing establishment will not be liable for injuries to the student during the shadowing period.
8. The school coordinator will assist with adjustments of any problems of the student while in shadowing.
9. The job shadowing does not entitle the student to a job at the end of the shadowing period.
10. The student will provide his/her own equipment necessary to conform to the safety regulations of the shadowing establishment.

Shadowing Establishment Supervisor

Date

Rich Mountain Vo-Tech School Coordinator

Date

Student

Date

RICH MOUNTAIN VO-TECH SCHOOL
Student Job Shadowing Evaluation

Student's Name _____ Date _____

Department _____

Business Name _____ Phone _____

Address _____

Please check the appropriate characteristic for each of the following points:

	<u>Excellent</u>	<u>Above Average</u>	<u>Average</u>	<u>Below Average</u>	<u>Poor</u>
1. Attitude toward technical profession	_____	_____	_____	_____	_____
2. Customer relations	_____	_____	_____	_____	_____
3. Understanding of technical profession	_____	_____	_____	_____	_____
4. Ability to follow instructions	_____	_____	_____	_____	_____
5. Ability to cooperate with peers	_____	_____	_____	_____	_____
6. Personal neatness & appearance	_____	_____	_____	_____	_____
7. Punctuality	_____	_____	_____	_____	_____
8. Follows good safety habits	_____	_____	_____	_____	_____

Remarks: _____

Time:

	Start	Stop	Date
Mon.			
Tues.			
Wed.			
Thurs.			
Fri.			

	Start	Stop	Date
Mon.			
Tues.			
Wed.			
Thurs.			
Fri.			

Supervisor's Signature _____

Instructor's Signature _____

Company's Name _____

1. The length of the job shadowing program was:

Too short	Too long
Just about right	

3. I would recommend job shadowing for future students at Rich Mountain Vo-Tech:	Yes				No
	5	4	3	2	1

4. Job shadowing benefitted the student:

	Very much				Very little
	5	4	3	2	1

	Favorable				Unfavorable
	5	4	3	2	1
5. The student's attitude toward job shadowing was:					

6. Most of the student's time spent in job shadowing was:	Observation	Observation and work	Work only
---	-------------	----------------------	-----------

7. Job shadowing benefitted my business:

	Very much				Very little
	5	4	3	2	1

8. The most valuable features of job shadowing were:

9. The least valuable features of job shadowing were:

Student's Evaluation of Job Shadowing Program

Company's Name _____

1. The length of the job shadowing program was:

Too short	Too long
Just about right	

3. I would recommend job shadowing for future students at Rich Mountain Vo-Tech:	Yes				No
	5	4	3	2	1

5. My view of the employer's attitude toward my job shadowing was:

Favorable					Unfavorable
5	4	3	2	1	

7. Overall, I consider job shadowing:

9. The least valuable features of job shadowing were:

FIELD TRIP REPORT

Department _____ Date _____

Bus No. _____ Driver _____ Total Miles _____

Destination _____
(Name and Address)

Person contacted to
make trip arrangements _____
(Name and phone number)

Purpose of trip _____

Evaluation of trip _____

Signed _____
(Instructor)

Course related to contact

EMPLOYER CONTACT

Name & Address of Employer _____

Manager, Owner, or Personnel Mgr. _____

Nature of business _____

Types of skilled labor needed and degree of skill needed to start _____

Present opening(s) _____

Will the employer notify Rich Mountain Vo-Tech of possible future openings? _____

Possible night courses or special courses desired by employer to upgrade
present employee skills:

Comments:

Instructor

Date of Contact

RICH MOUNTAIN VOCATIONAL TECHNICAL SCHOOL

STUDENT WITHDRAWAL FORM

(This portion to be completed by student)

Name: _____

Address: _____

Course: _____

Reason for Withdrawal: _____

If employed, name of employer: _____

Duties to be performed on job: _____

Signed: _____

Date: _____

(This portion to be completed by office personnel.)

The above student does ☐ does not ☐ owe Rich Mountain Vo-Tech one
amount of _____ for _____

Signed: _____

Date: _____

(This portion to be completed by instructor.)

Student withdrew: With Marketable Skills _____

Without Marketable Skills _____

Graduate _____

Instructor's Signature

RICH MOUNTAIN VO-TECH SCHOOL
Placement

Student Name _____ Dept. _____

Dropped:

Graduate _____ With Skills _____ Without Skills _____
Date Dropped _____

Employment:

Field Trained _____ Related Field _____
Non-Related Field _____ Unemployed _____

Employers Name _____

Address _____

Immediate Supervisor _____

THREE-MONTH FOLLOW-UP

RICH MOUNTAIN VOCATIONAL-TECHNICAL SCHOOL

P.O. Box 69

Mena, AR 71953

Name _____

Address _____

Rich Mountain Vo-Tech school records show that you left the following course on the date shown:

Title of Course	Date Completed	Exit Status
-----------------	----------------	-------------

PLEASE ANSWER ALL OF THE FOLLOWING QUESTIONS:

What is your current employment status? (Check one)

____ Employed (includes all employment, even if below your qualifications;
does not include full-time military service)

____ Employed (full-time military service)

____ Unemployed (not employed, but actively seeking employment?)

____ Not in the labor force (not employed and not seeking employment because
of choice, illness, full-time student status, retirement,
pregnancy, or other such reason)

____ Currently attending school

Please provide the following information on your present job:

(A) Name of Company or Firm (if self-employed, please write "self"):

(B) Company or Firm Mailing Address:

City _____ State _____ Zip Code _____

(C) Your Immediate Supervisor:

Last Name _____ First Name _____ M.I. _____

(D) Present Job Information:

Job Title _____

Job Duties _____

Is this job related to your field of vocational training?

____ Yes, it is directly or closely related.

____ No, it is only remotely related or is not related at all.

What is your current salary? (Do not add overtime.)

\$ _____ per _____

The salary in the preceding item is based on how many hours per week employment?

_____ hours per week.

Please rate your educational experience as follows:

	Excellent	Average	Poor
Class Instruction	_____	_____	_____
Shop Instruction	_____	_____	_____
Program Planning Assistance	_____	_____	_____
Vocational Information Available	_____	_____	_____
General Opinion of School	_____	_____	_____
Employability Skills	_____	_____	_____
Career Awareness	_____	_____	_____
Job Shadowing	_____	_____	_____

How well did Rich Mountain Vo-Tech prepare you for this job?

_____ Excellent preparation
_____ Good preparation

_____ Fair preparation
_____ Poor preparation

Job satisfaction:

_____ Very satisfying _____ Satisfying _____ Not satisfying

Did your participation in Career Service System (employability skills, career awareness, job shadowing) contribute to your understanding of your present job?

_____ Very much _____ Very little _____ None at all

Do you think you will leave this job within one year from now?

_____ No _____ Yes _____ Undecided

Explain: _____

Who assisted you in securing your present job?

_____ Rich Mountain Vo-Tech Placement _____ Employment Security Division
_____ No one _____ Already employed in current position while attending school.
_____ Other (explain) _____

Thank you very much for your cooperation. Please return this form in the enclosed envelope.

(Signed)

(Date)

Place any comments on back.

SIX-MONTH
STUDENT FOLLOW-UP

NAME _____ ADDRESS _____

(1) What is your current educational status? (check one)

- ☐ Currently attending school
☐ Not currently attending school

(2) What is your current employment status? (check one)

- ☐ Employed (includes all employment, even if below your qualifications;
does not include full-time military service)
☐ Employed (full-time military service)
☐ Unemployed (not employed, but actively seeking employment)
☐ Not in labor force (not employed and not seeking employment because
of choice, illness, full-time student status, retirement,
pregnancy, or other such reason)

Dates of Employment: From _____ To _____

(3) Please provide the following information on your present job:

(A) Name of Company or Firm (if self-employed, please write "self"):

(B) Company or Firm Mailing Address:

City _____ State _____ Zip Code _____

(C) Your Immediate Supervisor:

Last Name _____ First Name _____ M.I. _____

(D) Present Job Information:

Job Title _____

(4) Is this job related to your field of vocational training?

- ☐ Yes, it is directly or closely related
☐ No, it is only remotely related or is not related at all

(5) What is your current salary: (Do not add in overtime)

\$ _____ per _____

(6) The salary in the preceding item is based on how many hours per week employment?

_____ hours per week

Thank you very much for your cooperation. Please return this form in the enclosed envelope.

(Signed)

(Date)